

# Texas Education Agency Standard Application System (SAS)

| <b>2017–2018 Perkins Reserve Grant</b> |   |   |
|--|---|---|
| <b>Program authority:</b>              | Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)  | <b>FOR TEA USE ONLY</b><br><small>Write NOGA ID here.</small>   |
| <b>Grant Period:</b>                   | December 13, 2017, to August 31, 2018   | <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b><br/>           TEXAS EDUCATION AGENCY<br/>           OCT 25 PM 1:15<br/>           DOCUMENT CONTROL CENTER         </div> |
| <b>Application deadline:</b>           | 5:00 p.m. Central Time, October 26, 2017  |   |
| <b>Submittal information:</b>          | One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:<br><br>Document Control Center, Grants Administration Division<br>Texas Education Agency, 1701 North Congress Ave.<br>Austin, TX 78701-1494 |   |
| <b>Contact information:</b>            | Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060  |   |

## Schedule #1—General Information

| <b>Part 1: Applicant Information</b>           |  |           |                          |             |
|--|--|-----------|--------------------------|-------------|
| Organization name                              | County-District #  |           |                          | Amendment # |
| Troy ISD                                       | 014910   |           |                          |             |
| Vendor ID #                                    | ESC Region #   |           |                          |             |
|  | 12   |           |                          |             |
| Mailing address                                | City   | State     | ZIP Code                 |             |
| P.O. Box 409                                   | Troy   | TX        | 76579                    |             |
| <b>Primary Contact</b>                         |  |           |                          |             |
| First name                                     | M.I.   | Last name | Title                    |             |
| Darrell  |  | Becker    | Assistant Superintendent |             |
| Telephone #                                    | Email address  |           | FAX #                    |             |
| 254-938-7887                                   | <a href="mailto:darrell.becker@troyisd.org">darrell.becker@troyisd.org</a> |           | 254-938-7323             |             |
| <b>Secondary Contact</b>                       |  |           |                          |             |
| First name                                     | M.I.   | Last name | Title                    |             |
| Cindy  |  | Holloway  | Dir. Business Operations |             |
| Telephone #                                    | Email address  |           | FAX #                    |             |
| 254-938-2595                                   | <a href="mailto:cindy.holloway@troyisd.org">cindy.holloway@troyisd.org</a> |           | 254-938-7323             |             |
| <b>Part 2: Certification and Incorporation</b> |  |           |                          |             |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official:

|                                |  |             |                |
|--------------------------------|--|-------------|----------------|
| First name                     | M.I.   | Last name   | Title          |
| Neil                           |  | Jeter       | Superintendent |
| Telephone #                    | Email address  |             | FAX #          |
| 254-938-2595                   | <a href="mailto:neil.jeter@troyisd.org">neil.jeter@troyisd.org</a> |             | 254-938-7323   |
| Signature (blue ink preferred) |  | Date signed |                |

  
Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name   | Application Type                           |                                     |
|------------|---|--|-------------------------------------|
|            |   | New  | Amended                             |
| 1          | General Information   | <input checked="" type="checkbox"/>        | <input checked="" type="checkbox"/> |
| 2          | Required Attachments and Provisions and Assurances          | <input checked="" type="checkbox"/>        | N/A                                 |
| 4          | Request for Amendment                                       | N/A  | <input checked="" type="checkbox"/> |
| 5          | Program Executive Summary                                   | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 6          | Program Budget Summary                                      | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 7          | Payroll Costs (6100)  | See Important Note For Competitive Grants* | <input type="checkbox"/>            |
| 8          | Professional and Contracted Services (6200)                 |  | <input type="checkbox"/>            |
| 9          | Supplies and Materials (6300)                               |  | <input type="checkbox"/>            |
| 10         | Other Operating Costs (6400)                                |  | <input type="checkbox"/>            |
| 11         | Capital Outlay (6600)                                       |  | <input type="checkbox"/>            |
| 12         | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 13         | Needs Assessment  | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 14         | Management Plan   | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 15         | Project Evaluation  | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 17         | Responses to TEA Requirements                               | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 18         | Equitable Access and Participation                          | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Via telephone/fax/email (circle as appropriate)

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| #   | Applicant Type                              | Name of Required Fiscal-Related Attachment         |
|---|---|--|
| No fiscal-related attachments are required for this grant.  |   |  |
| #   | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. |   |  |

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X                                   | Acceptance and Compliance  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.  |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| #  | Provision/Assurance   |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.   |
| 3. | The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.  |
| 4. | The applicant assures that its ability is to meet the 20% match requirement.  |
| 5. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.   |
| 6. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).   |
| 7. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).  |

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

**Welcome to Troy, Texas**

Troy ISD is a medium-sized district in Central Texas enrolling 1,525 students as of fall 2017. The community of Troy, Texas, is situated on Interstate 35 bordering Temple to the south, and just 20 minutes from Waco to the north. Troy ISD has experienced substantial growth over the last five years, with a growth rate of just over 11%, making Troy the 10<sup>th</sup> fastest growing district in Education Service Center Region 12's 87 school districts and charter schools. A recent demographic study completed by the district suggests that as construction of I-35 inches toward completion by the fall of 2018, housing starts are expected to increase, and the district's growth rate will accelerate.

**The Central Texas Area**

Troy ISD is included in the Killeen/Temple Metropolitan Statistical Area, where economic activity, including job growth and rapid population growth is already occurring. The unemployment rate is below the state and national averages, job growth is above the national average, and home prices are increasing, indicating robust growth in the area that will continue to attract those seeking employment. (Sources: Texas Workforce Commission and Metrostudy) With increased population, there is a commensurate need to educate the future workforce to fill the various jobs being created in a variety of industries in the area, specifically healthcare, manufacturing, logistics, and construction. To meet this need, Troy High School has partnered with Waco ISD to send students to the Greater Waco Advanced Manufacturing Academy and the Greater Waco Advanced Health Care Academy. While we are a growing district, it is not possible, nor efficient, for us to attempt to duplicate the state-of-the-art facilities and instructors our students can access in those programs. Locally, we have increased the number of industry certifications students may earn in our CTE technology and Ag Science programs, including a Veterinary Technician certification program launched just this fall. While we are proud of those efforts, we want to do more such that all our high school graduates are prepared for college, careers, or the military. As a result, we began to research additional career clusters we could offer at Troy High School.

**Why Education and Training?**

When beginning to research possible career clusters that would be feasible for Troy ISD as well as a high-demand, high-wage area with strong job growth, we took care not to duplicate existing programs. Our research, in collaboration with the Temple Chamber of Commerce, the Central Texas Workforce Development Board and the Texas Workforce Commission quickly revealed a need to train future educators. Data from multiple sources confirmed the current and long-term need for educators, especially PK-12 teachers in the Central Texas area. Further, a survey of more than 200 Troy ISD students confirmed a strong interest in a career cluster in Education and Training, with a quarter of those surveyed responding that they were either interested or very interested in pursuing a program of study in Education and Training. With clear job growth prospects combined with strong interest among students, it was decided that Troy High School would develop a new career cluster and programs of study in Education and Training. This new career cluster will provide students with an increased opportunity to acquire knowledge, skills, and abilities that will lead to a pathway to targeted occupations that are both high-demand and high-wage. While public school teaching has a reputation as being low paying, the data suggest otherwise. The Texas median wage is \$34,550. Elementary and secondary school teachers earn, on average, \$51,542 per year in the Central Texas area, number two on the list of projected annual openings, just behind Registered Nurses. Clearly, there is a demonstrated need for teachers in our area and those positions will provide annual salaries significantly above the median wage in Texas.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Troy Students to Teachers Education Partnership (T-STEP)**

The development of a new career cluster in Education and Training has been met with only positive feedback from the industry partners and the IHEs we have contacted. From the outset, we wanted an expansive partnership of private and public sector education entities so as to establish a broad base of support and to ensure a rich, rigorous experience for participating students. What emerged was the Troy Students to Teachers Education Partnership (T-STEP). T-STEP will begin with pledged support from Grace Discovery Center, a privately owned childcare facility, the University of Mary Hardin-Baylor's College of Education, and Texas A&M Central Texas School of Education. Of course, Troy ISD itself will be one of the industry partners as we will place students in classrooms at every campus in the district as part of their on-site learning experiences. Grace Discovery Center will be another on-site location for observation and practicum experiences, and both IHE partners will provide not only support in the classroom with guest lecturers, but also opportunities for students to visit actual classrooms on campus as part of the process of orienting students toward obtaining the degree and credentials they will need to enter the field of education. We expect to welcome additional T-STEP partners, such as additional private childcare providers, as the program unfolds. The goals of the T-STEP initiative are to:

- 1) Prepare students who enroll in the T-STEP program for high-demand, high-wage, high-skill occupations in the field of Education and Training;
- 2) Strengthen the linkages between secondary and postsecondary CTE (educator preparation) programs of study (IHEs) ;
- 3) Establish partnerships with business/industry, to include work-based learning opportunities;
- 4) Foster innovation through the identification and promotion of promising teacher preparation strategies;
- 5) Increase the number of students who earn workforce certificates, and teacher certifications,
- 6) Promote the development, implementation and adoption of programs of study or career pathways aligned with Texas identified in-demand occupations and industries.

It should be noted that often, in-demand occupations and industries suggest emerging fields of information technology, robotics, or perhaps healthcare or even construction. Education may seem somehow less "glamorous." We reject that thinking. Today's teachers are expected to be designers of rigorous, engaging learning experiences for students. They must be skilled classroom managers, constant learners, and tireless leaders. Instead of promoting the teaching profession as a "fallback position" as a career choice, we must inspire top quality candidates to enthusiastically enter the field of education, seeking to make education their life's work. "We know that there is no more important in-school factor for student learning than having a great teacher, particularly in our highest-need communities. So, it is essential that we encourage strong and diverse preparation programs—beginning at the secondary level—that can generate pipelines of new teachers with the right mix of knowledge and skills to meet the full range of needs in classrooms across Texas." (Source: John B. King, Jr) In 2015-2016, 62% of newly certified teachers in Texas came from the ranks of alternative certification programs. (Source: TEA) Without alternative certification programs, Texas might well be battling an even worse teacher shortage than presently exists. However, a goal of T-STEP will be to come alongside the IHEs in the state and to partner with them to bolster their teacher preparation programs by promoting a two-way partnership of mutual collaboration. We will work with them to develop secondary curriculum materials that are engaging and rigorous as a starting point for preparing teachers for success.

In considering this application, note that the key budget expenditure is for personnel—not the CTE teacher—but the "champion" for the project. We could offer a few new courses and call it a new career cluster without grant funds. That is not our goal. Our goal is to create an innovative program of study that includes industry and classroom-based experiences with a high quality teacher-mentor who will work with students to develop the skills they will need to be successful in the teacher education program of their choice, and then into the classroom. It will take a skilled leader to forge the partnerships, to write the curriculum, and to monitor the instruction to make T-STEP a success. We are excited to offer this opportunity for our students and to the field of education in general.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: December 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

| Schedule #  | Title  | Class/<br>Object<br>Code | Program<br>Cost | Admin Cost* | Total<br>Budgeted<br>Cost | Match           |
|---|--|--------------------------|-----------------|-------------|---------------------------|-----------------|
| Schedule #7   | Payroll Costs (6100)                           | 6100                     | \$27,957        | \$0         | \$27,957                  | \$15,739        |
| Schedule #8   | Professional and Contracted<br>Services (6200) | 6200                     | \$0             | \$0         | \$0                       | \$0             |
| Schedule #9   | Supplies and Materials (6300)                  | 6300                     | \$15,700        | \$0         | \$15,700                  | \$3,840         |
| Schedule #10  | Other Operating Costs (6400)                   | 6400                     | \$7,580         | \$0         | \$7,580                   | \$1,516         |
| Schedule #11  | Capital Outlay (6600)                          | 6600                     | \$0             | \$0         | \$0                       | \$0             |
| Grand total of budgeted costs (add all entries in each column): |  |                          | <b>\$51,237</b> | <b>\$0</b>  | <b>\$51,237</b>           | <b>\$21,095</b> |

**Administrative Cost Calculation**

|  |          |
|--|----------|
| Enter the total grant amount requested:  | \$51,237 |
| Percentage limit on administrative costs established for the program (5%):   | × .05    |
| Multiply and round down to the nearest whole dollar. Enter the result.<br>This is the maximum amount allowable for administrative costs, including indirect costs: | \$2,562  |

**\*Troy ISD is not claiming administrative costs for this project.****For TEA Use Only**

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| <b>Schedule #7—Payroll Costs (6100)</b>   |  |  |   |  |                             |                 |
|---|--|--|---|--|-----------------------------|-----------------|
| County-district number or vendor ID: 014910   |  |  |   | Amendment # (for amendments only):                         |                             |                 |
| Employee Position Title   |  |  | Estimated<br># of<br>Positions<br>100%<br>Grant<br>Funded | Estimated<br># of<br>Positions<br><100%<br>Grant<br>Funded | Grant<br>Amount<br>Budgeted | Match           |
| <b>Academic/Instructional</b>   |  |  |   |  |                             |                 |
| 1   |  |  |   |  | \$                          | \$              |
| 2   | Educational aide   |  |   |  | \$                          | \$              |
| 3   | Tutor  |  |   |  | \$                          | \$              |
| <b>Program Management and Administration</b>  |  |  |   |  |                             |                 |
| 4   | Project director (T-STEP Facilitator/Grant Manager)  |  | 0   | 1  | \$20,940                    | \$5,235         |
| 5   | Project coordinator (Assistant Superintendent 5% time)   |  |   |  | \$                          | \$5,250         |
| 6   | Teacher facilitator  |  |   |  | \$                          | \$              |
| 7   | Teacher supervisor   |  |   |  | \$                          | \$              |
| 8   | Secretary/administrative assistant   |  |   |  | \$                          | \$              |
| 9   | Data entry clerk   |  |   |  | \$                          | \$              |
| 10  | Grant accountant/bookkeeper  |  |   |  | \$                          | \$              |
| 11  | Evaluator/evaluation specialist  |  |   |  | \$                          | \$              |
| <b>Auxiliary</b>  |  |  |   |  |                             |                 |
| 12  | Counselor (High School Counselor 5% time)  |  |   |  | \$                          | \$3,500         |
| 13  | Social worker  |  |   |  | \$                          | \$              |
| 14  | Community liaison/parent coordinator   |  |   |  | \$                          | \$              |
| <b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b> |  |  |   |  |                             |                 |
| 15  |  |  |   |  |                             |                 |
| 16  |  |  |   |  |                             |                 |
| 17  |  |  |   |  |                             |                 |
| 18  |  |  |   |  |                             |                 |
| 19  |  |  |   |  |                             |                 |
| 20  |  |  |   |  |                             |                 |
| <b>Other Employee Positions</b>   |  |  |   |  |                             |                 |
| 21  |  |  |   |  | \$                          | \$              |
| 22  | Title  |  |   |  | \$                          | \$              |
| 23  | Title  |  |   |  | \$                          | \$              |
| 24  | Subtotal employee costs:   |  |   |  | \$                          | \$              |
| <b>Substitute, Extra-Duty Pay, Benefits Costs</b>                                       |  |  |   |  |                             |                 |
| 25  | 6112   | Substitute pay (subs while the teachers attends professional development)      |   |  | \$2,000                     | \$500           |
| 26  | 6119   | Professional staff extra-duty pay (for attendance at meetings and conferences) |   |  | \$2,000                     | \$500           |
| 27  | 6121   | Support staff extra-duty pay   |   |  | \$                          | \$              |
| 28  | 6140   | Employee benefits (for the T-STEP Facilitator/Grant Manager)                   |   |  | \$3,017                     | \$754           |
| 29  | 61XX   | Tuition remission (IHEs only)  |   |  | \$                          | \$              |
| 30  | Subtotal substitute, extra-duty, benefits costs  |  |   |  | \$27,957                    | \$15,739        |
| 31  | <b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b> |  |   |  | <b>\$27,957</b>             | <b>\$15,739</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

| <b>For TEA Use Only</b>                         |                      |
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| <b>Schedule #8—Professional and Contracted Services (6200)</b>   |   |                                    |            |
|--|---|------------------------------------|------------|
| County-district number or vendor ID: 014910  |   | Amendment # (for amendments only): |            |
| <b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. |   |                                    |            |
| <b>Professional and Contracted Services Requiring Specific Approval</b>  |   |                                    |            |
| Expense Item Description   |   | Grant Amount Budgeted              | Match      |
| 6269   | Rental or lease of buildings, space in buildings, or land | \$                                 | \$         |
|  | Specify purpose:  |                                    |            |
| <b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>   |   | <b>\$0</b>                         | <b>\$0</b> |
| <b>Professional and Contracted Services</b>  |   |                                    |            |
| #  | Description of Service and Purpose                        | Grant Amount Budgeted              | Match      |
| 1  |   | \$                                 | \$         |
| 2  |   | \$                                 | \$         |
| 3  |   | \$                                 | \$         |
| 4  |   | \$                                 | \$         |
| 5  |   | \$                                 | \$         |
| 6  |   | \$                                 | \$         |
| 7  |   | \$                                 | \$         |
| 8  |   | \$                                 | \$         |
| 9  |   | \$                                 | \$         |
| 10   |   | \$                                 | \$         |
| 11   |   | \$                                 | \$         |
| 12   |   | \$                                 | \$         |
| 13   |   | \$                                 | \$         |
| 14   |   | \$                                 | \$         |
| <b>b. Subtotal of professional and contracted services:</b>  |   | <b>\$</b>                          | <b>\$</b>  |
| <b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>   |   | <b>\$</b>                          | <b>\$</b>  |
| <b>(Sum of lines a, b, and c) Grand total</b>  |   | <b>\$0</b>                         | <b>\$0</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| <b>Schedule #9—Supplies and Materials (6300)</b>          |   |   |                |
|---|---|---|----------------|
| County-District Number or Vendor ID: 014910               |   | Amendment number (for amendments only): |                |
| <b>Supplies and Materials Requiring Specific Approval</b> |   |   |                |
|   |   | <b>Grant Amount Budgeted</b>            | <b>Match</b>   |
| 6300  | Total supplies and materials that do not require specific approval: | \$15,700                                | \$3,840        |
| <b>Grand total:</b>                                       |   | <b>\$15,700</b>                         | <b>\$3,840</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| <b>Schedule #10—Other Operating Costs (6400)</b>                            |  |   |                |
|---|--|---|----------------|
| County-District Number or Vendor ID: 014910                                 |  | Amendment number (for amendments only): |                |
| <b>Expense Item Description</b>   |  | <b>Grant Amount Budgeted</b>            | <b>Match</b>   |
| 6413  | Stipends for non-employees other than those included in 6419               | \$0                                     | \$0            |
| 6419  | Non-employee costs for conferences. Requires pre-authorization in writing. | \$0                                     | \$0            |
| Subtotal other operating costs requiring specific approval:                 |  | \$0                                     | \$0            |
| Remaining 6400—Other operating costs that do not require specific approval: |  | \$7,580                                 | \$1,516        |
| <b>Grand total:</b>   |  | <b>\$7,580</b>                          | <b>\$1,516</b> |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #11—Capital Outlay (6600)  |                         |          |           |   |            |
|---|-------------------------|----------|-----------|---|------------|
| County-District Number or Vendor ID: 014910   |                         |          |           | Amendment number (for amendments only): |            |
| #   | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted                   | Match      |
| <b>6669—Library Books and Media (capitalized and controlled by library)</b>   |                         |          |           |   |            |
| 1   |                         | N/A      | N/A       | \$0                                     | \$0        |
| <b>66XX—Computing Devices, capitalized</b>  |                         |          |           |   |            |
| 2   |                         |          | \$        | \$                                      | \$         |
| 3   |                         |          | \$        | \$                                      | \$         |
| 4   |                         |          | \$        | \$                                      | \$         |
| 5   |                         |          | \$        | \$                                      | \$         |
| 6   |                         |          | \$        | \$                                      | \$         |
| 7   |                         |          | \$        | \$                                      | \$         |
| 8   |                         |          | \$        | \$                                      | \$         |
| 9   |                         |          | \$        | \$                                      | \$         |
| 10  |                         |          | \$        | \$                                      | \$         |
| 11  |                         |          | \$        | \$                                      | \$         |
| <b>66XX—Software, capitalized</b>   |                         |          |           |   |            |
| 12  |                         |          | \$        | \$                                      | \$         |
| 13  |                         |          | \$        | \$                                      | \$         |
| 14  |                         |          | \$        | \$                                      | \$         |
| 15  |                         |          | \$        | \$                                      | \$         |
| 16  |                         |          | \$        | \$                                      | \$         |
| 17  |                         |          | \$        | \$                                      | \$         |
| 18  |                         |          | \$        | \$                                      | \$         |
| <b>66XX—Equipment, furniture, or vehicles</b>   |                         |          |           |   |            |
| 19  |                         |          | \$        | \$                                      | \$         |
| 20  |                         |          | \$        | \$                                      | \$         |
| 21  |                         |          | \$        | \$                                      | \$         |
| 22  |                         |          | \$        | \$                                      | \$         |
| 23  |                         |          | \$        | \$                                      | \$         |
| 24  |                         |          | \$        | \$                                      | \$         |
| 25  |                         |          | \$        | \$                                      | \$         |
| 26  |                         |          | \$        | \$                                      | \$         |
| 27  |                         |          | \$        | \$                                      | \$         |
| 28  |                         |          | \$        | \$                                      | \$         |
| <b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b> |                         |          |           |   |            |
| 29  |                         |          |           | \$                                      | \$         |
| <b>Grand total:</b>   |                         |          |           | <b>\$0</b>                              | <b>\$0</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category                 | Student Number | Student Percentage | Comment |
|----------------------------------|----------------|--------------------|---------|
| Economically disadvantaged       | 194            | 45%                |         |
| Limited English proficient (LEP) | 3              | 0.7%               |         |
| Attendance rate                  | NA             | 95.2%              |         |
| Annual dropout rate (Gr 9-12)    | NA             | 0%                 |         |
| Teacher Category                 | Teacher Number | Teacher Percentage | Comment |
| 1-5 Years Exp.                   | 4              | 13%                |         |
| 6-10 Years Exp.                  | 3              | 10%                |         |
| 11-20 Years Exp.                 | 12             | 40%                |         |
| 20+ Years Exp.                   | 8              | 28%                |         |
| No degree                        | 0              | 0%                 |         |
| Bachelor's Degree                | 23             | 76%                |         |
| Master's Degree                  | 7              | 24%                |         |
| Doctorate                        | 0              | 0%                 |         |

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12 | Total |
|----|---|---|---|---|---|---|---|---|---|-----|-----|-----|----|-------|
|    |   |   |   |   |   |   |   |   |   | 124 | 116 | 121 | 87 | 448   |

**Teachers**

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|    |   |   |   |   |   |   |   |   |   | 7 | 7  | 10 | 6  | 30    |

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process for Troy Students to Teachers Education Partnership (T-STEP) actually began prior to the release of the grant by TEA. Troy ISD conducts a Comprehensive Needs Assessment annually for its Every Student Succeeds Act (ESSA) Title I application. The District Educational Improvement Committee (DEIC) spends significant time each spring evaluating the previous year's programs while then planning for how best to allocate the district's Title I dollars for the next year. The needs assessment process is started with the presentation of a variety of data, including student achievement data, demographic data, and other data such as student enrollment, staffing patterns, etc. The DEIC works in collaborative groups to identify gaps in achievement, graduation rates, attendance, and the numbers of students who are deemed college or career ready. The gaps are analyzed, and a list of needs is generated and then prioritized. Some needs are prioritized higher because they are required to be, such as System Safeguards other accountability targets. Other data points are judged to be below the level of effectiveness expected by the district, and the committee seeks to address those areas. "Connecting High School to College and Careers" was a specific area where the committee sought to increase resources and planning, perhaps by adding a new program. This was judged by the committee as the highest priority need not specifically required by the accountability system.

The May 1, 2017, DEIC meeting minutes reflect that the committee identified "Connecting High School to College and Careers" as a need, and included suggested strategies, such as the need for better coordination between CTE curriculum and career options, offering additional rigorous AP and/or dual credit classes, implementing a career exploration program, and several other strategies. Moreover, because one of the Texas Education Agency's Title I strategic priorities is the recruitment, support, and training of teachers, the need for better teacher training programs, and specifically that school districts such as Troy ISD should be encouraging young people to enter education was discussed. The first identification of the need to develop the Education and Training career cluster was identified on May 1, 2017. The DEIC committee charged the committee chair with determining whether a new career cluster was both feasible and needed based on local labor force data. In subsequent conversations with the Troy High School leadership team, the DEIC chairman determined that the Education and Training career cluster was the best area of opportunity for both the students of Troy High School but also where THS needed most to improve programs of study and course offerings. Further research revealed very strong future demand for teachers in Bell county, with expected growth through 2027 in the field of education: teachers, aides, counselors, and administrators. (Source: Temple Economic Development Corporation EMSI Q3 2017 Data Set: Educational Services in Bell County.) Additional data, described in greater detail elsewhere in this application, confirmed the need for the Education and Training career cluster.

The needs assessment process continued in August and September of 2017. The Troy High School Leadership Team met on September 21, 2017, to review all data and to prioritize identified needs. At the time, it was determined that not enough input had been sought directly from students regarding their own interest in participating in the program. While the labor force projections for Bell County show a strong demand for elementary and secondary teachers through 2027, we wanted to ensure that a strong cohort of students were interested in the Education and Training Career Cluster. An anonymous survey of potential students was conducted. The freshman and sophomore classes were surveyed—those who could potentially complete the career cluster. Of those surveyed, 24% indicated they were interested or very interested in participating in the new career cluster in Education and Training. That translates to at least 60 students who showed an interest in the program. That was an exciting discovery!

Troy ISD has four campuses: a PK-1 building, a 2-5 campus, a 6-8 middle school, and a 9-12 high school. The logical campuses on which to focus the efforts in this proposal will be at Troy High School where students will begin coursework in the newly designed career cluster in Education and Training; thus, this proposal was written with Troy High School students and teachers as the target population.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Identified Need  | How Implemented Grant Program Would Address  |
|----|--|--|
| 1. | Need: To better connect high school to college and career. The needs assessment identified a gap between current achievement and desired achievement based on high school graduation and postsecondary readiness data. The specific career cluster targeted for implementation was Education and Training (teaching) because it is a high-growth occupation for Bell County.   | The Troy Students to Teachers Educational Partnership (T-STEP) will address the identified need by funding the establishment of a new career cluster in Education and Training (preparation of future teachers) at Troy High School. The new programs of study will prepare future graduates for the high-growth, high-demand occupations in education identified by Workforce data for Bell County.                   |
| 2. | Need: To recruit, train, support, and retain teachers. This is a TEA Title I strategic priority and was identified in the local needs assessment process. Data locally and statewide show the need for more teachers. The need is even greater for high quality teachers who are well prepared and committed to the profession.  | The T-STEP initiative will seek to recruit talented students into the education profession beginning as early as the 8 <sup>th</sup> grade. The expectation is that the number of students capable of rigorous, advanced coursework leading to a Bachelor's degree and teacher certification will increase.  |
| 3. | Need: To offer rigorous, advanced coursework leading to multiple job opportunities for students in Education and Training from child care, to educational aide, to certified teacher, child care facility manager/owner, school or district administrator, etc. Troy High School's Public Services endorsement and programs of study are the least developed. A segment of the student population at THS are not being served. | The T-STEP programs of study will build out the Public Services endorsement at Troy High School. Programs of study will create opportunities for students to pursue a range of careers in education and training, but with a specific focus on PK-12 teacher certification and job placement.  |
| 4. | Need: To better communicate to students and parents the high-demand, high-paying occupations available in the Bell County area. Students and parents need to understand how the CTE programs and Career Clusters and Programs of Study offered at Troy High School can prepare students for a successful career.   | The T-STEP Career and Technical Education Facilitator will be responsible for creating a comprehensive communications and recruitment plan, specifically for the new career cluster in Education and Training (teaching) as well as for all Career Clusters offered at Troy High School. The desire is for all students to identify a rigorous course of study leading to employability in a high-demand career field. |
| 5. | Need: Almost 25% of the freshman and sophomore classes at Troy High School indicated on an anonymous survey that they were either interested or very interested in starting a course of student in high school that would lead toward a Bachelor's degree and eventual teacher certification.  | The T-STEP Education and Training Career Cluster would provide a option for students to pursue a high-growth, high-demand occupation as identified by Workforce and Texas Career Check data for Bell County.   |

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**Schedule #14—Management Plan**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Title                              | Desired Qualifications, Experience, Certifications  |
|----|------------------------------------|---|
| 1. | T-STEP Facilitator/Project Manager | This position is the main project manager, grant funded to carry out grant activities as outlined in this application. Ideal candidate will have 7 years or more teaching experience, be a certified teacher, and have experience with CTE programs, data collection, and accountability. |
| 2. | Assistant Superintendent           | This non grant funded position provides general leadership and oversight of grant activities in collaboration with the Project Manager. The Assistant Superintendent has 20 years of experience in education, with 13 of those in Central Administration, including grant oversight.      |
| 3. | Business Manager                   | This non grant funded position is the district's financial expert, knowledgeable in standard accounting practices as well as school district operations and federal funds management. Troy ISD Business Manager has a long record of clean audits and sound financial management.         |
| 4. | Campus Principal                   | The Troy High School campus principal will assist in all aspects of grant management and oversight. He has 10+ years of experience in administration.   |
| 5. | Campus Counselor                   | This non grant funded position will assist the grant-funded CTE Facilitator/Project Manager. She has 30 years of experience in education, with the past 19 as a high school counselor.  |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Objective   | Milestone  | Begin Activity | End Activity |
|----|---|--|----------------|--------------|
| 1. | Establish Education and Training Career Cluster at Troy High School | 1. Education Programs of Study Completed             | 12/13/2017     | 01/31/2018   |
|    |   | 2. CTE Facilitator Hired                             | 12/13/2017     | 12/31/2017   |
|    |   | 3. New Courses Approved by TISD Board                | 12/13/2017     | 01/31/2018   |
|    |   | 4. Course Catalog Revised and Published              | 12/13/2017     | 02/15/2018   |
|    |   | 5. Teacher Hired to Teach New CTE Courses            | 02/01/2018     | 05/15/2018   |
| 2. | Recruit/Retain Students in Education Career Cluster                 | 1. Creation of Recruitment Materials Complete        | 12/13/2017     | 02/15/2018   |
|    |   | 2. Completion of Parent/Student Info Sessions (2)    | 01/15/2018     | 03/31/2018   |
|    |   | 3. Registration of Students in Applicable CTE Course | 02/15/2018     | 05/15/2018   |
|    |   | 4. Special Recognition Event Planned for Spring '19  | 08/01/2018     | 08/31/2018   |
|    |   | 5. CTE Facilitator Convenes Grant Mgmt Mtgs          | 12/13/2017     | 08/31/2018   |
| 3. | Secure Industry and IHE Partners                                    | 1. Convene a Meeting of Industry/IHE Partners        | 12/13/2017     | 01/31/2018   |
|    |   | 2. Signed MOUs with Industry Partner(s)/IHEs         | 12/13/2017     | 01/31/2018   |
|    |   | 3. Include Industry Partners in Grant Mgmt Mtgs      | 12/13/2017     | 08/31/2018   |
|    |   | 4. CTE Facilitator Serves on IHE Advisory Groups     | 12/13/2017     | 08/31/2018   |
|    |   | 5.   |                |              |
| 4. | Place Students in Industry Work-Based Experiences                   | 1. Begin observations, site visits and internships   | 08/20/2017     | 08/31/2018   |
|    |   | 2. Begin Practicum Teaching Experiences              | 08/20/2017     | 08/31/2018   |
|    |   | 3. Begin observation and coaching cycles             | 08/20/2017     | 08/31/2018   |
|    |   | 4. Begin quarterly student focus group meetings      | 08/20/2017     | 08/31/2018   |
|    |   | 5.   |                |              |
| 5. | Ensure Students Enroll in Degree Program Toward Certification       | 1. Plan recruitment trips to local IHEs              | 08/20/2017     | 08/31/2018   |
|    |   | 2. Host industry and IHE guest speakers              | 08/20/2017     | 08/31/2018   |
|    |   | 3. CTE Facilitator provides individual counseling    | 08/20/2017     | 08/31/2018   |
|    |   | 4. Establish postsecondary monitoring system         | 01/15/2018     | 08/31/2018   |
|    |   | 5. Maintain contact with students through college    | 06/01/2018     | 08/31/2018   |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Troy ISD uses a Grant Management Team as the hub for monitoring attainment of goals and for grant-related information and communications. This team, which will be led by the T-STEP Facilitator, will be comprised of campus and district personnel, representatives from our industry partners and IHEs, as well as at least one parent of a participating student. The Grant Management Team will collect data, monitor grant objectives, and receive progress reports both on the goals and objectives of the project as well as the fiscal aspect of the grant, ensuring spending is occurring on allowable activities and according to the approved grant application.

The focus of the meetings will be on coordination of grant activities, communication of progress, obstacles to progress and strategies for overcoming them. The Grant Management Team will communicate with stakeholders monthly through electronic newsletters and/or emails. After each team meeting, the T-STEP Facilitator or designee will electronically communicate a summary of the meeting with stakeholders and provide a procedure for asking questions and offering feedback. These summaries will establish a constant link between the Grant Management Team and stakeholders and will serve as a conduit for continuous improvement during the one-year grant period. The intent of the summaries is to provide a process for two-way communication. In addition, the T-STEP facilitator will have quarterly focus group meetings with students to collect qualitative data on their perceptions and experiences. These communications will also be used for evaluative purposes.

**\*\*Please note that all activities are shown to end August 31, 2018, which is the official end of the grant period. Obviously, the program will at that point just begin serving the first cohort of students. Activities supporting T-STEP will continue into the 2018-2019 school year and beyond. For the purposes of compliance with the guidelines of this application, we ended grant activities on 8/31/2018. All implementation of grant activities will begin as soon as is practicable.**

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Troy Students to Teachers Education Partnership (T-STEP) will build on the momentum from the past two years during which a focused effort was begun to expand opportunities for students to gain industry experience and certifications so as to be college and/or career ready. Students interested in careers in manufacturing and healthcare are now being transported to either the Greater Waco Advanced Manufacturing Academy, or the Greater Waco Advanced Healthcare Academy. Locally, the district is now offering a Veterinary Technician program leading to Vet Tech certification. As Troy High School leadership conducted research on other career clusters and pathways open to students in our area, the labor force data were clear: Bell County will need hundreds of new teachers over the next ten years, and robust high school-to-college Education and Training career clusters will be needed to fill that need. The irony was not lost on those doing the research and planning: we are not doing enough to prepare students to fill the ranks of teachers needed, the very careers we were called to spend our working lives. As a result, commitment to the T-STEP project is quite strong as teachers and administration seek to enthusiastically encourage and prepare students to become teachers.

T-STEP has strong support both internally and externally. Mr. Neil Jeter, Superintendent, has committed the district's personnel and financial resources to ensure success. Further, our industry partners and IHE partners have also penned letters of support for the project. Troy ISD has a good relationship with key players in both the industry and the IHEs to ensure ongoing support, sustainability, and commitment.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Evaluation Method/Process    | Associated Indicator of Accomplishment |   |
|----|------------------------------|--|---|
|    |                              |  |   |
| 1. | Quantitative Data Collection | 1.                                     | Number of students enrolled in T-STEP Career Custer (served by grant)     |
|    |                              | 2.                                     | Number of dual credit and/or AP courses completed                         |
|    |                              | 3.                                     | Number of clock hours of participants observing/working in classrooms     |
| 2. | Quantitative Data, Continued | 1.                                     | Number and percent of T-STEP students who enroll in a degree program      |
|    |                              | 2.                                     | Number of students who graduate and earn a teacher certificate            |
|    |                              | 3.                                     | Number of T-STEP students employed as teachers (longitudinal data)        |
| 3. | Qualitative Data Collection  | 1.                                     | Grant Management Team meeting minutes and recommendations                 |
|    |                              | 2.                                     | Parent feedback solicited through a graduation survey (cont. improvement) |
|    |                              | 3.                                     | Quarterly Focus Groups with participating T-STEP students                 |
| 4. | Qualitative Data, Continued  | 1.                                     | Post-high school surveys and tracking                                     |
|    |                              | 2.                                     |   |
|    |                              | 3.                                     |   |
| 5. | Fiscal Data Collection       | 1.                                     | Grant Management Team analysis of grant expenditure reports               |
|    |                              | 2.                                     | Auditor's review of grant expenditure reports                             |
|    |                              | 3.                                     | District Educational Improvement Committee Review and Needs Assess.       |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**\*\*Important note.** Troy ISD agrees to collect data and report on all mandatory performance measures as listed on page 21 of 25 of the 2017-2018 Perkins Reserve Grant Program Guidelines. The project evaluation items listed above are in addition to the mandatory performance measures. We are committed to robust program evaluation and ongoing data collection and analysis toward continuous improvement.

The evaluation method for this project is clear and straightforward: collect data and carefully analyze it, making adjustments as needed. Key quantitative and qualitative data will be collected and monitored by the Grant Management Team. After the conclusion of the grant, the duties of the Grant Management Team will be continued under the leadership of the T-STEP facilitator. The T-STEP facilitator will be responsible for ensuring all the data are collected and then communicated in a simple, easy-to-understand format. The ultimate goal of T-STEP is to serve students by preparing them for a successful career as a teacher, which Workforce data for Bell County show to be a high-demand career field for at least the next 10 years. The T-STEP facilitator will be responsible, from the outset of the grant project, for establishing data collection mechanisms and keeping them current. He or she will then report the data—that listed above plus other data points as identified in the Program Guidelines—to the Grant Management Team. Problems are inevitable, and they will be brought to the attention of the team. The Grant Management Team will identify strategies for correcting problems and challenges. Because we will have one individual in charge of monitoring the grant, responsibilities for project outcomes are clear.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**Efforts to Improve: The Troy High School Story**

To begin with, understand that the district and campus leadership teams in Troy ISD are committed to modeling exemplary practices to empower our students to maximize their potential for success. We seek to maximize our resources in such a way that we effectively prepare students for success in their chosen careers, and in life. This means we must continually examine current practice and then make changes to meet the needs of students in a changing environment. In the 2015-2016 school year, we piloted a partnership with Waco ISD's manufacturing and healthcare academies with only a handful of students. By coordinating our resources and efforts with a neighboring district, we strengthened the entire CTE program while preparing our students for the workforce. By the 2017-2018 school year, we are sending more than 25 students to the Waco academies. With the partnership with Waco ISD established and solid, we began to research the next opportunity for students, and we wanted to offer it on our own campus.

**How We Identified Education and Training as Our Focus**

Troy ISD is a member of the P-20 Central Texas Regional Council, and has been since its inception. The P-20 Council is a key provider of workforce development information and statistics. Members of the Troy ISD central administration and Troy High School campus administration have been regular attendees at P-20 events, such as the annual Workforce Preparedness Conference. These data-gathering and networking opportunities have kept us in touch with regional data on high-demand occupations in our area. A turning point in this research occurred on March 23, 2017, at the Central Texas Workforce Regional Meeting in Killeen, Texas. At that meeting, the Central Texas Industry Sector Analysis and the Role of Certifications in Hiring and Promotion report was released and discussed. The data were compelling.

**2016-2017 Central Texas Targeted Occupations List**  
(Based on Wages, Growth, Job Openings, and Training Time Requirements)

| Target Occupation Job Title                  | Job Growth Rate | Salary Range (hourly wage) |      | Required Education     |
|--|-----------------|----------------------------|------|------------------------|
|  |                 | Low                        | High |                        |
| Diagnostic Medical Sonographers              | 33.3%           | \$23                       | \$34 | Associate, Certificate |
| Computer User Support Specialists            | 23.8%           | \$12                       | \$26 | Associate, Certificate |
| "Secondary School Teachers (Math & Science)" | 23.3%           | \$20                       | \$27 | Bachelor, License      |
| "Middle School Teachers (Math & Science)"    | 23.1%           | \$20                       | \$26 | Bachelor, License      |
| "Social and Human Service Assistants"        | 21.6%           | \$13                       | \$20 | Associate, Certificate |

While middle and high school teachers were emphasized in the report, the demand will be high for all levels of school teachers over the next ten years. Our decision to pursue a career cluster in Education and Training was based on actual Workforce Development Board data presented in March of 2017. These data were confirmed by the Texas Career Check data, which showed that various education-related careers ranked 2<sup>nd</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 18<sup>th</sup>, and 21<sup>st</sup> with combined predicted openings of 17,400 positions through 2024. The majority of those positions will be classroom teachers.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Troy High School will offer multiple Programs of Study that will prepare students for careers in Education and Training, ranging from child care providers and child development center directors, corporate trainers, elementary and secondary teachers, to college and university professors. Here is the example for teaching, with an example degree plan for a local IHE below:

**Teaching/Training**

**Cluster Overview:** Planning, managing and providing education and training services, and related learning support services

Career Goal (O\*NET Code): Teacher, Elementary School (25-2021); Middle School (25-2022); Career & Technical Education (25-2023/25-2032);

Secondary School (25-2031); Special Education (25-2041/25-2043); Coach (27-2022); Postsecondary (25-1000)

**Field Specific Certification****CAREER OPTIONS**

BA/BS Concentration/Major: Human Services, Child Development, Child Life Specialist, Family & Consumer Sciences  
 BSIS (Bachelor of Science in Interdisciplinary Studies)  
 Concentration/Major: Early Childhood-6th grade (EC6), (EC12), 4-8th grade, B-12th based on Academic/CTE content specialty  
 BAAS (Bachelor of Applied Science) with a Childhood Development Concentration

Adult Educator  
 Coach  
 Cooperative Extension Agent  
 Elementary/Secondary Teacher  
 SPED Teacher



**UNIVERSITY OF MARY HARDIN-BAYLOR**  
**BACHELOR OF SCIENCE**  
**EDUCATION 4-8 CORE SUBJECTS**

STUDENT NAME \_\_\_\_\_

ID # \_\_\_\_\_

EMAIL \_\_\_\_\_

PHONE # \_\_\_\_\_

|                      |
|----------------------|
| 134 MINIMUM HOURS    |
| 36 UPPER LEVEL HOURS |
| 34 HOURS AT UMB      |

| CHRISTIAN STUDIES - 8 HOURS |      |                            |  |
|-----------------------------|------|----------------------------|--|
| CSBS                        | 1311 | Engaging the Old Testament |  |
| CSBS                        | 1312 | Engaging the New Testament |  |

| ACADEMIC SUPPORT<br>18 Hours<br>3.0 GPA Required |      |                           |  |
|--|------|---------------------------|--|
| EDUC   | 4313 | Child & Adolescent Dev    |  |
| EDUC   | 4324 | Classroom Management      |  |
| READ   | 3387 | Lit for Content Classroom |  |
| READ   | 4326 | Disciplinary Literacy     |  |
| READ   | 3034 | Read & Long Term School   |  |

| PROFESSIONAL DEVELOPMENT<br>29 HOURS<br>3.00 GPA Required |      |                            |  |
|---|------|----------------------------|--|
| EDUC  | 3315 | Students and Learning      |  |
| EDUC  | 4328 | Curriculum Design I        |  |
| EDUC  | 4365 | Educational Leadership     |  |
| STUDENT TEACHING  |      |                            |  |
| EDUC  | 4329 | Certification Prep Seminar |  |
| EDUC  | 4301 | Student Teaching I         |  |
| EDUC  | 4302 | Student Teaching II        |  |

| ENGLISH - 12 HOURS |       |            |  |
|--------------------|-------|------------|--|
| ENGL               | 1321* | Comp I     |  |
| ENGL               | 1322* | Comp II    |  |
| ENGL               |       | Literature |  |
| ENGL               |       | Literature |  |

| SOCIAL SCIENCE - 8 HOURS                       |              |               |  |
|--|--------------|---------------|--|
| TWO DIFFERENT DISCIPLINES OUTSIDE OF THE MAJOR |              |               |  |
| POST   | 3313         | Texas History |  |
| POLS   | 2310 or 2311 |               |  |

| EARLY ACADEMIC SUPPORT<br>8 HOURS<br>3.0 GPA Required |      |                       |  |
|---|------|-----------------------|--|
| EDSL  | 4300 | Language/Literacy ELL |  |
| EDSL  | 4319 | Post-Admission ELL    |  |

\*Admission to Teacher Education Program  
 \*Cumulative GPA must be a minimum of 2.75.  
 \*A minimum 3.00 GPA and no grade lower than a "C"  
 are required in academic support & professional development.

| LABORATORY SCIENCE<br>12 HOURS |           |                       |  |
|--------------------------------|-----------|-----------------------|--|
| TWO DIFFERENT DISCIPLINES      |           |                       |  |
| ENGL                           | 2312/2191 | Science for Educators |  |
| CHEM                           | 1402      | Env Science           |  |

| WORLD IDEAS OR PHILOSOPHY OR<br>NON-US HISTORY - 3 HOURS |              |  |  |
|--|--------------|--|--|
| HIST   | 1311 or 1312 |  |  |

| GLOBAL ISSUES OR<br>SOCIAL SCIENCE - 8 HOURS |  |  |  |
|--|--|--|--|
|--|--|--|--|

The high school program to prepare students for success in postsecondary education will include course sequences such as: dual credit, AP and honors/advanced courses. Students will be expected to complete the Public Services Endorsement, to earn the Distinguished Level of Achievement, with at least one Performance Acknowledgement. The T-STEP facilitator will provide specific and in-depth counseling for each participating student so that opportunities for advanced coursework are included in all T-STEP four-year plans.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Students entering the Troy Students to Teachers Education Partnership (T-STEP) will have multiple options for earning certifications and degrees. Some students may be interested in working in the child care setting and will begin as Early Childhood Teachers, perhaps moving on to become child care center directors or even owners. Other students will be interested in the PK-12 setting and work toward a Bachelor's degree with teacher certification. Still others may be interested in higher education and set their sights on a postbaccalaureate degree and then teaching and/or research in the higher education setting. All of these options will be explored so that students have every option available to them. Regardless of their chosen Program of Study, all T-STEP students will be expected to earn the Child Development Associate certificate while in high school. That will be their first credential. While it is required that students earn a Bachelor's degree and pass the state-required certification exams to become PK-12 teachers, the CDA certificate is a good starting point and could be used to gain employment as an entry level job or to provide supplemental income while attending college. Below is a sample crosswalk of coursework beginning in 9<sup>th</sup> grade and extending through high school graduation, to entrance into college, through the Bachelor's degree and teacher certification. Troy High School will track students throughout the process, including while students are attending college. We will collect and report on longitudinal data for all students who enter the program. As students graduate from Troy High School and move on to college, we will stay in constant contact with them up until they take their first teaching position.

| 9 <sup>th</sup> Grade      | 10 <sup>th</sup> Grade       | 11 <sup>th</sup> Grade                 | 12 <sup>th</sup> Grade       | Freshman                    | Sophomore                | Junior                   | Senior**                 |
|----------------------------|------------------------------|--|------------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| English I                  | English II                   | English III                            | English IV                   | Comp I                      | Comp II                  | Literature I             | Literature II            |
| Algebra I                  | Geometry                     | Algebra II                             | Adv. Math                    | College Alg.                | Math for Teachers I      | Math for Teachers II     | Math Elective            |
| Biology                    | Chemistry                    | Physics                                | Adv. Sci                     | Env. Sci                    | Physical Geology         | Science Elective         | Science Elective         |
| World Hist                 | U.S. Hist                    | World Geog                             | Gov/Eco                      | Texas Hist                  | Am. Hist I               | American II              | Hist Elec                |
| Principles of Edu/Training | Human Growth and Development | Instructional Prac. In Ed and Training | Practicum in Ed and Training | Child and Adol Development* | Classroom Management     | Students and Learning    | Curriculum and Design I  |
| LOTE 1                     | LOTE 2                       | Fine Art                               | Elective                     | Public Speak                | Technology               | Lang. and Literacy       | Reading and Language     |
| PE                         | PE                           | Elective                               | Elective                     | Special Academic Support    | Special Academic Support | Special Academic Support | Special Academic Support |

\*Students earn their Child Development Associate certification upon successful complete of this course and a satisfactory score on the industry-recognized assessment.

\*\*Not all required courses for graduation from a four-year university are listed. This is to illustrate the typical course sequence a student would take to earn a Bachelor's degree. Teacher certification examinations occur in the senior year. Note also that students will take various dual credit courses in their 9-12 studies, eliminating the need to take some lower level courses during the freshman and sophomore years of college.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Troy High School has firm commitments from one industry partner, Grace Discovery Child Care Center, as well as the University of Mary Hardin-Baylor and Texas A&M University Central Texas. A planning meeting was held with Grace Discovery director Melissa Parker on September 25, 2017. She is committed to providing opportunities for students to observe and later to intern at the center. In addition, we have received letters of support from Dr. Joan Berry, Interim Dean of the College of Education at UMHB, and Dr. Austin Vasek, Graduate Program Coordinator, College of Education, Texas A&M University Central Texas. Of course, students will also be placed in classrooms across the four campuses of Troy ISD as part of their practicum experiences.



**TEXAS A&M**  
**UNIVERSITY**  
**CENTRAL TEXAS.**

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Grace Discovery Center Director Melissa Parker has pledged her support for T-STEP not only to assist in the preparation of certified child care center workers, but also for K-12 educators as well. She is an adjunct instructor for Temple College in nearby Temple, Texas, and as such, has experience designing curriculum and instruction for students seeking certification and experience in early childhood education. She will work with the T-STEP teacher and the T-STEP facilitator to develop a curriculum to accompany on-site observation and internship experiences for participating students. In her letter of support, Mrs. Parker said the following:

During that time, Grace has intentionally partnered with many organizations and agencies to promote high quality care and education for children 0-12. Grace is a multi-year participant of Texas Student Ready, utilizing teacher training and curriculum alignment with the program. Grace is a three star, Rising Star vendor, partnering with Child Care Management Service to provide high accountability for the environment and procedural implementation of the program. Grace also works closely with the Central Texas Workforce Solution to promote childcare for community workers and recruit trained staff from the program. In addition, Grace has worked with individuals and businesses within the community to assist curriculum and classroom pursuits.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Troy ISD and Troy High School are together making a long-term commitment to the Troy Students to Teachers Education Partnership (T-STEP). We have four distinct reasons for the long-term sustainability of the project: 1) strong commitment from district and campus leadership to develop and expand the program, 2) a long term outlook of increased enrollment in Troy ISD schools, 3) Education and Training is projected to be a high-demand occupation for Bell County and for Texas at least through 2027, and 4) Recruitment and retention of teachers is a Texas Education Agency Strategic Priority. A brief discussion of each of these will follow.

- 1) Superintendent Neil Jeter, in an Administrators' Team Meeting earlier this past summer lamented the fact that we—meaning educators in general—do not encourage our own students, and often our own children to enter the field of teaching. He challenged us to find ways to bolster the profession for our students and our own children. When he learned of the Perkins Reserve Grant opportunity, he was immediately and enthusiastically supportive of the idea of creating a new career cluster for Education and Training at Troy High School. We have long term support from the top leadership through the campus level administration for the project.
- 2) Troy ISD just this fall completed a demographic study of the district to determine the level of enrollment growth to be expected over the next ten years. With current enrollment at just over 1,500 students, by 2027, the district is expected to enroll more than 2,100 students. Troy ISD will continue to gain students and resources, making it possible to sustain staffing and programs such as T-STEP. (Source: Templeton Demographics, Fall 2017 Troy ISD Demographic Study)
- 3) Research conducted during the needs assessment phase of this grant proposal suggests a strong current and future demand for careers in Education and Training, specifically PK-12 teachers, through at least the next ten years. Workforce Solutions of Central Texas data state that primary and secondary teaching positions will grow at a rate of more than 23% between 2017 and 2020. Taking into consideration the aging of the teaching force, a teacher shortage may be over the horizon. We want those positions filled by well-prepared students who have chosen education as their life's work.
- 4) In the fall of 2016, TEA announced a new strategic plan outlining the Agency's approach and serving as the foundation of a transformative effort to improve alignment, focus, and performance in service of strengthening academic outcomes for the more than five million students in Texas public schools. The first of the four Strategic Priorities is to "Recruit, support and retain teachers and principals." Commissioner Mike Morath has demonstrated commitment to ongoing professional development and leadership support to build a world class teaching force. T-STEP will become part of that long-term effort.

Given these favorable conditions, the T-STEP plan for sustainability includes the following:

- 1) **Commitment—**Ensure consistent leadership, responsibility, and accountability. This means that we will ensure that the grant-funded T-STEP facilitator has the leadership skills to successfully establish and maintain the components of the project, that he or she understands their responsibilities, and is held accountable for specific project outcomes even after the conclusion of the grant. In other words, we will have a clear champion for the project. The district is committed to the long-term viability of the T-STEP Career Cluster, including continuation funding for the T-STEP facilitator after the conclusion of the grant.
- 2) **Communication—**The long-term sustainability of the project will depend on clear communication to students, parents, and even to Troy ISD faculty and staff. Similar to our other successful programs, such as Ag/FFA, T-STEP will become part of the fabric of our school community.
- 3) **Connections—**the Grant Management Team will become the T-STEP advisory group upon completion of the grant. We will maintain close ties to industry partners and IHEs so as to strengthen and expand the effort to prepare students for careers in education. We expect to become known as a district that produces a steady stream of quality educators from high school, through college, and into the teaching profession.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

While the Troy Students to Teachers Education Partnership (T-STEP) is focused on PK-12 teacher preparation, students choosing the Education and Training Career Cluster at Troy High School will have at least four Programs of Study from which to choose, and multiple career opportunities within each. Note: the Child Development Associate (CDA) or the Educational Aide I certificate will be required for all participants in the T-STEP career cluster for all Programs of Study.

| Program of Study        | Certifications/Degrees   | Career Options   |
|-------------------------|--|--|
| Teacher/Trainer         | TExES Certification, CDA, Educational Aide I, Bachelor's Master's, Doctorate                       | Grades 1-12 Teacher, coach, Cooperative Extension Agent, Special Education Teacher, University Instructor/Professor  |
| Teacher—Early Childhood | CDA, Educational Aide I, TExES Certification, Bachelor's Master's, Doctorate                       | After-School Program Supervisor, Child Care Worker, Social Services Aide, Child Care Administrator, PreK/Kindergarten Teacher, University Instructor/Professor |
| Counselor               | CDA, Educational Aide I, Bachelor's, Master's TExES Certification, Licensed Professional Counselor | Social Services Aide, Counseling Aide, School Counselor, Counseling Psychologist   |
| Corporate Trainer       | CDA, Educational Aide I, Bachelor's  | Human Resources Assistant, Human Resources Manager, Training and Development Specialist, Corporate Trainer, Entrepreneur                                       |

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 014910

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Troy High School is known for successful Career and Technical Education programs, especially our Ag Science and Future Farmers of America (FFA) programs. In the area of technology, we have made considerable investments in enhancing our equipment so that we can offer quality programs in technology. Further, we have entered into a multi-year partnership with Waco ISD to send students to the Greater Waco Advanced Manufacturing Academy and the Greater Waco Advanced Health Care Academy. However, our experience, observations, and also the quantitative data we collected from students as part of the needs assessment process for this grant application revealed that there is a significant swath of students that our existing programs are not reaching. A focus group of students who are not involved in any of our existing CTE program expressed a strong interest in participating in a program such as T-STEP. Hence, we have strong qualitative and quantitative data suggesting that students are interested in the field of education if a robust program were offered. Our plan with T-STEP is not simply to offer a few more courses and wait to see if students sign up for the courses. On the contrary, the T-STEP facilitator will actively build a program that will stimulate interest and excitement about a career in education. As educators ourselves, we are passionate about serving students, and we want to cultivate that same passion and commitment in a new generation of young educators. Clearly, T-STEP will complement our existing CTE programs, providing more options for students for fulfilling careers.

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| <b>Schedule #18—Equitable Access and Participation</b>      |   |   |                                     |                                     |
|---|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 014910                 |   | Amendment number (for amendments only): |                                     |                                     |
| <b>No Barriers</b>  |   |   |                                     |                                     |
| #   | No Barriers   | Students                                | Teachers                            | Others                              |
| 000   | The applicant assures that no barriers exist to equitable access and participation for any groups   | <input checked="" type="checkbox"/>     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Barrier: Gender-Specific Bias</b>                        |   |   |                                     |                                     |
| #   | Strategies for Gender-Specific Bias   | Students                                | Teachers                            | Others                              |
| A01   | Expand opportunities for historically underrepresented groups to fully participate  | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| A02   | Provide staff development on eliminating gender bias  | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| A03   | Ensure strategies and materials used with students do not promote gender bias   | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| A04   | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender                   | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| A05   | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender    | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| A06   | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program                   | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| A99   | Other (specify)   | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>Barrier: Cultural, Linguistic, or Economic Diversity</b> |   |   |                                     |                                     |
| #   | Strategies for Cultural, Linguistic, or Economic Diversity  | Students                                | Teachers                            | Others                              |
| B01   | Provide program information/materials in home language  | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B02   | Provide interpreter/translator at program activities  | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B03   | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.                      | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B04   | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B05   | Develop/maintain community involvement/participation in program activities  | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B06   | Provide staff development on effective teaching strategies for diverse populations  | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B07   | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity                       | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B08   | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider      | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B09   | Provide parenting training  | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B10   | Provide a parent/family center  | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B11   | Involve parents from a variety of backgrounds in decision making  | <input type="checkbox"/>                | <input type="checkbox"/>            | <input type="checkbox"/>            |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 014910

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Gang-Related Activities**

| #   | Strategies for Gang-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 014910

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

| #   | Strategies for Gang-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Drug-Related Activities**

| #   | Strategies for Drug-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments                | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID: 014910

Amendment number (for amendments only):

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Hearing Impairments**

| #   | Strategies for Hearing Impairments  |                          |                          |                          |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Learning Disabilities**

| #   | Strategies for Learning Disabilities  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Other Physical Disabilities or Constraints**

| #   | Strategies for Other Physical Disabilities or Constraints  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Barrier: Inaccessible Physical Structures**

| #   | Strategies for Inaccessible Physical Structures   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Absenteeism/Truancy**

| #   | Strategies for Absenteeism/Truancy   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: High Mobility Rates**

| #   | Strategies for High Mobility Rates                              | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Support from Parents**

| #   | Strategies for Lack of Support from Parents                   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Barrier: Lack of Support from Parents (cont.)**

| #   | Strategies for Lack of Support from Parents   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Shortage of Qualified Personnel**

| #   | Strategies for Shortage of Qualified Personnel  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits                                     | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Transportation to Program Activities**

| #   | Strategies for Lack of Transportation   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Other Barriers**

| #   | Strategies for Other Barriers | Students                 | Teachers                 | Others                   |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |

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